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ABSTRACT

This booklet contains 19 exercises designed to aid school administrators in improving themselves and/or their schools. Each exercise consists of a brief synopsis, a list of goals or outcomes of the exercise, a recommendation about the size of group that might participate in the exercise, a list of resources and materials needed for the exercise, a step-by-step outline of procedures for the exercise, a list of optional activities, a brief discussion of risks involved in the exercise, and a list of skills needed to conduct the exercise. The exercises are classified according to whether they will be most useful to administrators interested in self-improvement, to administrators interested in school improvement, or to administrators interested in school and self-improvement. (JG)

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SCHOOL AND SELF ASSESSMENT PROCESSES:
A GUIDEBOOK FOR SCHOOL ADMINISTRATORS

GERALD L. PRINCE

EA 008 889

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A CFK Ltd. OCCASIONAL PAPER

ABOUT THE AUTHOR

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ABOUT CFK LTD. AND CADRE

Founded by Charles F. Kettering II in 1967, CFK Ltd. is a Denver-based philanthropic foundation dedicated to improving administrative leadership and the learning climate of elementary and secondary schools.

Because the foundation exists to be of service to public education, all CFK Ltd. programs are determined and developed by educators. CFK Ltd. has appointed eighty public school and university educators throughout the nation as Associates. They assist in developing the foundation's character, policies, and programs, and most direct CFK Ltd. related programs within forty-five participating school systems. CFK Ltd. programs pertain to assisting school systems in --

--Developing individualized continuing education programs for their school administrators.
--Developing learning programs for principals and other administrators so that they might serve as climate leaders within their schools and school systems.

This is one of a series of CFK Ltd. Occasional Papers describing the results of the above programs. The complete list appears in the Bibliography.

CFK Ltd. also sponsors the Annual Gallup Poll on, "The Public's Attitudes Toward the Public Schools," which appears yearly in Phi Delta Kappan.

The members of the CFK Ltd. Board of Directors are: B. Frank Brown, Senator George L. Brown, Jean S. Kettering (Chairwoman), and Leo C. McKenna.

Having largely accomplished its goals, in mid-1974 CFK Ltd. will conclude its activities as a foundation. A professional organization of most of the educators associated with CFK Ltd. has been founded, and will continue many of the foundation's endeavors. This group is called the Collegial Association for the Development and Renewal of Educators -- CADRE.

ABOUT THIS OCCASIONAL PAPER

In a rapidly changing educational scene, today's school administrator frequently is forced to abandon old responsibilities and assume new ones. Often, what were yesterday's top priorities are suddenly replaced by others more relevant to constantly shifting educational demands. In order to manage school improvements, administrators face the continuous need for acquiring new abilities.

This is one of a series of action-orientated CFK Ltd. Occasional Papers. (The Bibliography contains the complete list.) They are for educational leaders -- principals, superintendents, assistant superintendents, other school administrators -- who want to take action to improve themselves, their schools, and their school district's.

These papers are not merely the figment of the authors' imaginations. Instead, they summarize the practices of some forty-five school districts throughout the nation which have actually been operating, since the later 1960's, school improvement programs in association with CFK Ltd.

Essentially, the focus of these programs is on school improvement through improving (1) the leadership behavior of school administrators and (2) the school's and the school district's climate for learning. In short, this is administrator renewal and school renewal. However, the larger focus is toward advancing society through improving schools and their climates. The two vehicles for improving administrator behavior and school climate are --

--Individualized Continuing Education (ICE), which pertains to school district organized processes of individualized inservice education for school administrators.

--The School Administrator as a Climate Leader, which pertains to only one means of using ICE processes. Here the focus is on advancing the quality of the school's climate through improved administrator leadership.

These represent processes administrators can use to directly link their inservice education and professional growth to planned school improvement projects. They help administrators employ new knowledge about education and, to fulfill, on-the-job, their most important responsibility, which is to continuously provide leadership for the development of a better school.

In these endeavors each of the involved school systems developed its own unique program in association with CFK Ltd.

and the other districts. And, each district appointed one or more of their educators as Associates of the foundation. The Associates have largely managed CFK Ltd.

As a result of his experiences in working with many of the participating school systems, Gerald Prince prepared the wide-ranging set of helpful resources of this paper. He is a thoughtful and dynamic educator with experience as a counselor and teacher in addition to his present principalship. Gerald Prince deserves much credit for the contribution of this paper to the improvement of education.

Edward Brainard
President, CFK Ltd.

SCHOOL AND SELF ASSESSMENT PROCESSES: A GUIDEBOOK FOR SCHOOL ADMINISTRATORS

INTRODUCTION

The role of the school administrator is like that of a ship captain trying to keep his ship afloat while being whipped by winds from all points of the compass. As a figurehead, if not actual leader, the administrator is considered responsible for all activities of the school. Thus he must interact and respond to a wide variety of needs expressed from teachers, students, parents, and agencies.

Disruptions from student and teacher groups have roots deep within the fabric of our educational system. From outside, the school is pressured by various community groups, by accrediting agencies, local industry, college entrance boards, and by news representatives focusing attention through their search for news. The overall administrative structure demands a smoothly functioning school in the face of countless unresolved problems, inadequate planning time, lack of control over budget and restrictions emanating from tenure laws, central administration, employee contracts, and other places. The principal often is handicapped by minimal support from his own building and central office, faculty insistence on a tight ship, collective bargaining, a need for good student relations and by encountering little or no regard for the needs of characteristics of the learner.

An additional obstacle is that each principal must face problems brought on by his own values and priorities, his own skills and the pressures from his personal and family situation. Some of the personality characteristics that may inhibit the effective resolution of any conflict are: inability to understand others, lack of skills in interpersonal relations, organizational development in shared decision making, intellectual growth and challenge, and a less than adequate feedback system.

No one person can be expected to handle the pressures and forces described above and no one person can be a master and deal effectively with all these forces in any school. In many ways the role is simply too big and broad unless priorities can be set and maintained.

THE ROLE OF THE PRINCIPAL

If the principal is responsible for the functioning of the school, methods must be better defined as to how the problems can be met and resolved. As CFK Ltd. has defined the principal, he is the climate leader of the school and is to set the stage for the total educational program. Climate setting would encompass those conditions and programs in the cognitive and affective areas which are needed to guarantee to every parent and student upon graduation from high school that the student is employable or prepared for future post high school education. If the principal is to be the climate leader he must gain new skills in setting and maintaining a healthy school climate. For additional information, refer to CFK Ltd. Occasional Paper School Climate Improvement: A Challenge to the School Administrator (see Bibliography).

WHERE TO START

If a principal is willing to examine the school's climate, his personal and professional characteristics and the impact the two have on the total school, improvements can be made. Each individual can begin at a different place by concentrating on self improvement, school improvement, or a combination. School improvement through designing projects can be the least threatening to principal, staff, students. A plan for self improvement through feedback and various other strategies can be of highest risk to self, students, staff, and community. (To implement either the self or school improvement plan or any combination of the two, many skills and techniques are required for maximum effect.) Specifically, if a principal were to undertake a self improvement project and to use a group feedback session involving students and teachers to gain the information, this could be too big a change in behavior on the part of the principal for the students and staff to accept without resistance. The feedback could be misleadingly positive and inaccurate because of the possibility of what might happen in the principal were to be offended. On the other hand, if negative, the feedback to the principal could be overwhelming if he didn't have the skills necessary to handle and clarify the feedback without becoming defensive.

Thus, the first step in becoming a climate leader is a careful analysis of self to find where one would be most comfortable in starting. After the starting place is decided upon, the principal must gain the skills necessary to begin. Formal needs assessments often identify characteristics that will maintain status quo unless there is preliminary information to construct an assessment instrument that asks such

questions as, "what should high school graduates be guaranteed as a result of their studies? What should high school really be like? What should be taught by the schools? What skills, outcomes, behaviors or attitudes should a 12th grade graduate possess?" This paper is proposing activities that might be used to provide data on the above questions before a formal needs assessment is administered. The techniques proposed can be used to focus climate improvement ideas, whether for school or self. With the data, the principal can then develop the instruments, skills or techniques necessary to develop and carry out assessment focusing on areas of top priority or greatest need for improvement. For constructive changes to take place in school life, relevant and applicable strategies must be employed. If the assessment instruments are to be anything other than a shotgun approach to discovering needs, a great deal of preliminary work must be done to refine the instrument and the approach.

The principal who has prepared himself with the necessary skills and preliminary work has gained a great deal of information which is power. For in a social situation where few people really know what is going on, the principal who has taken the trouble to find out has a great deal of potential power to improve the school climate.

Improving the school climate means helping students and staff feel less anxiety and more satisfaction in school. Since school is supposedly for students, improvement of climate must bring about changes in how students see themselves in school. Much has been said and written on the adolescent and the identity crisis, but improved climate must deal with developing a meaningful student identity.

PRINCIPLES TO BE CONSIDERED IN CLIMATE IMPROVEMENT

As a climate leader in diagnosing where to start, the principal must be aware of the stages of identity development and what the school can do to set the stage for progression. These identity-development stages can be defined as:

1. Trust vs. mistrust (infancy).
2. Autonomy vs. shame and doubt (early childhood).
3. Initiative vs. quiet (play age).
4. Industry vs. inferiority (school age).
5. Identity vs. identity diffusion (adolescence).
6. Intimacy vs. isolation (young adulthood).
7. Creativity vs. self absorption (adulthood).
8. Integrity vs. disgust and despair (maturity).

The principal must be aware of the growth characteristics of

adolescence in developing programs for the future. Adolescents can be physically characterized as having great amounts of energy and improved muscular agility and endurance. Their intellectual characteristics include increasing concern with group problems and self criticism; extension of interests beyond the local community; development of attitudes toward minority groups; and verbalism without adequate foundation. Their social emotional growth is reflected in formation of cliques, separation of groups by sex, a search for adult identity to gain prestige among peers, and formation of significant friendships.

In developing a good school climate, the principal must also be aware of the laws of learning. All too often education ignores these laws because they are not convenient. An example of the inconvenience yet necessity of the laws of learning can be shown in a conversation between Dr. Art Coombs and an agronomy professor following a presentation.

"Well, Dr. Coombs," the professor said, "this is all very interesting, but I don't have time to pay attention to that. I have to teach people about agronomy.

"You know, professor," Dr. Coombs replied, "I respect your field of agronomy, and I would like for you to respect my field of psychology. You have discovered by a great deal of research in your field that certain things are required to make plants grow, like you have the right kind of soil conditions, the right kind of drainage, the right kind of organic organisms and the right kind of PH in the soil, the right kind of friability, etc. Now, with all this, you wouldn't go to a farmer and say, ' look, bud, we have all this information about how to grow things but don't bother with it. Just throw the seed on the ground.'"

A principal cannot allow himself or staff to disregard the laws of learning either if a healthy school climate is to be developed. Also, he must gather resources which allow him to utilize the knowledge in adolescent identity growth and learning to the best possible advantage of today's students.

A NEED FOR COMMON DIRECTION

Pulling together definitions of an improved school climate and education, we find total education refers to treating students with dignity and respect and as one who has the capacity for self-realization through reasoning. Education refers to the processes through which a student develops attitudes, abilities, and behavior as having positive value

in society. Therefore, the job of the principal is to maintain an understanding relationship with the staff and students, hold high expectations for learning, and facilitate learning. Though improvement of school climate may not sound easy, it may be the only choice we have. Answers to the following questions must be considered if school climate is to improve.

1. How does one teach students rather than subjects?
2. Can we separate the intellectual part of students from the rest of their personalities?
3. How do we teach a curriculum that is relevant to the needs of noncollege students?
4. How do we motivate students with archaic and traditional forms of classroom instruction?
5. How can tight authoritarian control be kept in ever growing schools?
6. How can students be prepared to enter society productively when common sense and learning theory is being ignored in the classroom?
7. How can respect, responsibility, and social awareness be developed in a sterile isolated school environment?

These questions cannot be any longer ignored. Action plans must be established and prepared to meet the challenges. The principal who will meet the challenges must be accountable and willing to share the decision making process, communicate openly, allow others to communicate the same way and resolve problems directly with those concerned.

A WORD OF CAUTION

The action plans and roles suggested carry with them assistance for the principal who seeks forthright progress in improving the school climate. Some of the risks are clearly occupational and economic. Others involve personal and professional pressure, still others threaten esteem and security. That these risks exist is natural; any change in a system is bound to please some and offend others. It is important to know and to state the risks so that the principal is neither naive nor overly fearful of what might occur as a result of his efforts.

The principal who seeks to improve school climate may face resistance from his supervisors in central administration or the board of education. Sanctions from these places often are felt to be severe, since many principals feel their tenure and job security stem from these centers of professional power and authority. However, many administrators have discovered almost the reverse -- that their job security is more effectively guaranteed by vigorous and vocal student and

community support than by administrative support. Each principal must consider the risks he is willing to take and those he is not willing to take.

In order for the principal to choose the instruments and techniques that are most effective to him to begin with in his particular school, the skills needed must be considered. Careful consideration must be given to the selection based on the degree of risk, time needed, previous skills and/or desire to develop new skills. The information gained is for the most part subjective and only the first consideration in improvement of school climate.

HOW TO USE THIS OCCASIONAL PAPER

This Occasional Paper consists of nineteen activites. They are so organized that you, as a school administrator, can select those which you believe will assist you in isolating school and self improvement needs.

The description of each of the activities provides sufficient information on how to conduct it. Following the title of the activity you will find a brief synopsis under the heading "To the Administrator." After reading this information, should you find the activity of value, then consider the "how to do it" information regarding:

1. Goals or outcomes of the activity.
2. Size of group which might participate in the activity.
3. Resources and materials needed.
4. Procedures (step by step).
5. Optional activities.
6. Risk involved in using activity.
7. Skills needed to conduct the activity.

On the following page is a chart which classifies the nineteen activites into three major categories: personal improvement activities, a combination of self and school improvement activities, and school improvement activities. The chart serves as a unique table of contents.

CLASSIFICATION OF EXERCISES

If you as a school administrator are interested in personal improvement activities, the following might be the most helpful to you.

Page		Activity Number
8	Communications Audit	1
11	Personal Growth Exercise	2
15	Communications Ability Feedback	3
18	Assessment of Organizational Development	4
32	Realizing School Potential	8
57	Description of the School (Optional activities)	14
26	Needs and the School's Climate	6

If you as a school administrator are interested in school and self-improvement activities, the following might be the most helpful to you.

Page		Activity Number
22	Examining Motivation	5
26	Needs and the School's Climate	6
30	Problem Identification	7
32	Realizing School Potential	8
35	Climate Characteristics of My School	9
41	Goal Setting Alternative	10
44	Comparing School Climate	11
49	Analyzing School Climate Factors	12
18	Assessment of Organizational Development	4
57	Description of the School	14
8	Communication Audit	1
60	1-3-6 Involvement Method	15
55	Brainstorming	13

If you as a school administrator are primarily concerned with school improvement activities, the following might be of help to you.

Page		Activity Number
55	Brainstorming	13
57	Description of the School	14
60	1-3-6 Involvement Method	15
62	Stable Limits for the School	16
66	Due Process in Discipline	17
70	A Participative Management System	18
73	State of the School	19
32	Realizing School Potential	8
44	Comparing School Climate	11
35	Climate Characteristics of My School	9
30	Problem Identification	7
41	Goal Setting Alternative	10

ACTIVITY 1

COMMUNICATIONS AUDIT

TO THE ADMINISTRATOR:

The need for assessing communications is always important and this is an alternative to filling in a survey. It allows for free expression of feelings by the staff with the privilege of remaining anonymous. The significant point is that the information is utilized after it is gathered and involvement is solicited to improve the climate.

GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. Stress on the importance of feedback if improvements are to be made.
2. Trust building by showing feedback can be given honestly without fear of retaliation.
3. Information is provided as a basis for future changes.

GROUP SIZE:

Preferably the entire staff should be included, but a random sample could also be used, depending on the total number. If a random sample is used, the entire group should be used in examining and clarifying the results.

RESOURCES NEEDED:

An interview guide for each person interviewed. Outside people who could be consultants; possible counselors from other schools in your district; or college students studying communications, psychology, or administration. One person would have to be in charge of summarizing all the data and helping to report them back.

PROCEDURE:

1. Introduce the idea of conducting a communication audit of your school. You might discuss the idea with your faculty advisory council or a similar group to find ways to present the idea to the entire staff.

2. Develop questions with the faculty advisory council that would be asked during the interviews (sample survey attached).
3. Present the procedure to staff members for their modifications, and stress that remarks would be confidential with the purpose of gathering constructive suggestions for future improvement.
4. (Suggested agenda) Each member of the staff (professional and nonprofessional) will be interviewed individually as to how he views communications based on the following questions. Confidentiality should be restated.
5. The interviewers need to meet and review the guide to insure consistency before conducting interviews.
6. The head of the team should summarize the data with the interviewers and present them back to the entire staff.
7. Review the remarks with the administrator mentioned.
8. In small groups the administrator will discuss the constructive criticism, clarify it and formulate plans of action to correct the serious problems.
9. Administration and staff select a strong person who will prevent retaliation measures from being taken by anyone against any other person.
10. Build a growth plan to insure continued emphasis on strengthening weak areas.
11. Establish review points to check on the progress toward goals set in small group discussions.
12. Persuade central administration to do a similar audit.

RISK INVOLVED:

This is a high risk situation that will require openness and a desire for improvement by the administrator. Risk could be lowered by asking more program oriented questions, but information on effective communication would be reduced.

SKILLS NEEDED:

--Active listening.
--Conflict resolution.
--Problem solving.
--Rapport building.

SAMPLE SURVEY QUESTIONS

1. What do you see as the biggest weakness in our school? Please explain further.

2. What do you see as the major strengths of our school? Please explain further.

3. Are there any particular people here that you have a difficult time communicating with? If so, who and why?

4. If you were in charge of the school, what would you change?

ACTIVITY 2

PERSONAL GROWTH EXERCISE

TO THE ADMINISTRATOR:

The JoHari Window concept stresses self-growth through receiving and sharing information about your personal/professional strengths and weaknesses. In it, information is gathered about all parts of your effectiveness in your present role with emphasis placed on what can be done with the data to bring about improvement.

JOHARI WINDOW -- SELF GROWTH

THE GOALS AND OUTCOMES OF THIS ACTIVITY ARE:

1. To introduce the JoHari Window Concept.
2. To identify how the principal sees himself and his personal/professional effectiveness.
3. To identify how others see the principal and his personal/professional effectiveness.
4. To develop a plan of action for personal and professional improvement.

GROUP SIZE:

Discussion groups of eight staff members would be maximum.

TIME REQUIRED:

Approximately one hour.

MATERIALS NEEDED:

1. Pencils.
2. Handout explaining the JoHari Window concept.
3. A group participants feedback form.
4. A feedback form to debrief the session.
5. Materials to present a discussion of the JoHari Window to the group.

PROCEDURE:

1. Introduce or review the JoHari Window concept with staff.

	Known to self	Not known to self
Known to others	I. area of free activity (public self)	II. blind area ("bad breath" area)
Not known to others	III. avoided or hidden area (private self)	IV. area of unknown activity

2. The principal fills out the self-disclosure sheet prior to the meeting.
3. Each staff member completes the feedback form.
4. The principal collects the feedback forms and compares the remarks with his self-disclosure sheet. This provides the principal with data in Area II, his blind area, that his staff feels contains strengths or weaknesses that he is unaware of. Strengths and weaknesses from his self-disclosure sheet that are not listed by the staff are in Area III. Check out all information using active listening to clarify data and do not defend or explain.
5. Develop a self-improvement program based on the results of this information.

OPTIONAL ACTIVITIES:

--Concentrate on Area III and letting others know about your strengths. (low risk)
--Concentrate on Area III and letting others know about your weaknesses. (high risk)
--Develop a plan to further develop strengths identified by the staff but that the principal is unaware of. (low risk)
--Develop a plan to correct the weaknesses the staff listed most often. (high risk)
--Develop a plan that encompasses both Area II and III and share with the staff for their evaluation. (high risk)
--Repeat procedure with the same staff members which can help promote trust and more honest feedback.

SKILLS INVOLVED:

--Ability to send congruent messages.
--Ability to check out and understand messages.
--Realistic self-concept.
--Ability to take feedback and develop a meaningful accountability and evaluation plan.

JOHARI EXERCISE IN SELF-DISCLOSURE

STAFF FEEDBACK SHEET ON THE PRINCIPAL

Directions: For the principal, write in the major assets and liabilities in regard to his personal and professional performance of his job as the principal.

ASSETS:	LIABILITIES:

JOHARI EXERCISE IN SELF-DISCLOSURE

SELF-KNOWLEDGE AND TALLY SHEET

Directions: In the spaces below list your major assets and liabilities as a principal personally and professionally. Then place a check mark in front of these aspects of yourself which staff members indicate you have revealed. On the right hand side of the paper list the comments not mentioned on your list. Develop a plan for self improvement based on those items that were not known (Area II) and those items not shared (Area III) that will bring about a more effective principal.

ASSETS:	
Personal analysis	Staff comments not on your list
LIABILITIES:	
Personal analysis	Staff comments not on your list

ACTIVITY 3

COMMUNICATIONS ABILITY FEEDBACK

TO THE ADMINISTRATOR:

This is an exercise designed to bring to the surface communication problems that may have existed for some time but have never been dealt with adequately. Problems can still be avoided but a structure is provided so they can be discussed and resolved to improve the organizational climate.

THE GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To resolve existing interpersonal problems among the administrative team.
2. To develop an awareness of an individual's influence on the group communication patterns.
3. To develop a more open and honest communication system.
4. To learn strategies for conflict resolution.
5. To foster a team spirit in that everyone is still working to improve.

GROUP SIZE:

Small groups of less than 12 members are essential unless an extended length of time is available. Teams who work together should be placed in the same group. An example could be the central office team in your school -- administrators, counselors, interns, etc.

MATERIALS NEEDED:

--Pencil and paper for each participant.

PROCEDURE:

1. Each member of the group ranks everyone, including himself, on ability to communicate effectively and on use of listening, sending, and problem solving skills. He then must justify why he ranked each person where he did.
2. One at a time each person relates his rankings to the group.

3. Open group discussion on the rankings, with the justifications of each explained. Stress the importance of not using avoidance or other conflict reducing techniques.
4. Facilitate the discussion so everyone is heard and has a chance to present the reasons for his rankings.
5. Stress that this activity is to help individuals improve through constructive criticism and isn't a forum for destructive remarks.
6. Once the discussion begins do not emphasize the rankings, only the justifications.
7. Allow the discussion to continue until all members have received feedback from everyone in the group and problems have been worked through. It is important that you are aware of conflict resolution alternatives and that you review Toward the Human Element, advanced book.
8. Develop a growth plan with each individual based on the constructive criticism given during the discussion. This can be done as a group through brainstorming with one individual at a time.

OPTIONAL ACTIVITIES:

--Change the questions asked to another topic like: influence, organization, follow through, etc.
--Expand the membership in the group to staff members.
--Have an outside person facilitate the meeting (counselor from another building).
--Introduce conflict resolution strategies as part of the session and let the participants practice their new skills.

RISK INVOLVED:

This is a very high risk activity for all concerned and should only be used by a competent individual who is prepared to work through conflict situations. The risk may be lowered using different questions, but it will not be reduced significantly because of the evaluation and feedback demanded. The risk will be viewed as not as high if growth plans are developed by each person at the close of the procedure. This is also important if an objective is team building.

SKILLS NEEDED:

--Active listening.
--Problem solving.
--Conflict resolution.
--Construction of growth plans.

ACTIVITY 4

ASSESSMENT OF ORGANIZATIONAL DEVELOPMENT

TO THE ADMINISTRATOR:

By using these instruments, ideas as to the level of morale, productivity commitment, and other measurements of organizational climate can be determined. Not only is feedback on overall climate gained, but also individual information is gathered. From the data, individual and group plans can be made to improve the organizational development.

THE GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To examine the morale of the organization in terms of people feeling valued, challenged, energetic, and having mutual respect for each other.

2. To assess the level of productivity of the organization in regard to the flow of communication, valuing of ideas, understanding of organizational goals, and finally, whether the work gets done.

GROUP SIZE:

This exercise should be done in terms of people who normally work or function together such as department or administrative groups of 7-10 people per group. Any larger group perhaps should be divided to form two groups.

TIME REQUIRED:

60-120 minutes.

MATERIALS NEEDED:

--Attached forms for each individual.

PROCEDURE:

1. Rate self and others as per instructions at the top of the form. Form chairs into a circle.

2. Throw all forms onto the floor in the circle. Each person then examines all forms to determine his own rankings and tries to identify trends from the data.
3. Identify the top 2-5 priority questions that seem to be low in terms of building high productivity or morale.
4. Agree on three items for further action.
5. Divide the group into 3 small teams. Each team of 3 is to design an activity or suggest one or more alternatives to build skills or suggest solutions to strengthen the deficiency.
6. OPTIONAL ACTIVITY:

   --Have departments rank each other.
   --Have the staff rank the administrative team.

RISK INVOLVED:

The risk is low if the trust level within the group is high. This could be a high risk activity in a climate of distrust or where feedback becomes more personal.

SKILLS NEEDED:

--Listening.
--Consensus decision making.
--Problem solving.
--Debriefing.

ORGANIZATIONAL DEVELOPMENT

THE WAY I RATE MYSELF AND OTHERS ON MY TEAM RIGHT NOW

--Rate yourself on the scales below by placing an X to represent where you see yourself.
--Rate the other members of your team by placing their initials on the scales. Please comment below the scale or on the reverse side.

1. Willing to listen to and try out other's ideas. Seeks and accepts help from others:

(low) 1 2 3 4 5 6 7 8 9 10 (high)

2. Willing to take different roles in the team at different times (eg. leader, clarifier, summarizer, testing for agreement, etc.)

1 2 3 4 5 6 7 8 9 10

3. Willing to share feelings spontaneously. His emotions show clearly and appropriately (eg. joy, boredom, anger, sorrow).

1 2 3 4 5 6 7 8 9 10

4. Willing to listen and understand what others are saying. Paraphrases, asks others to clarify or repeat if necessary.

1 2 3 4 5 6 7 8 9 10

5. Willing to be involved with team in realistic problem identification, analysis, information getting, brainstorming for action alternatives, planning, etc.

1 2 3 4 5 6 7 8 9 10

6. Willing to give feedback about the way the team is working which either blocks or helps movement toward the goal, or toward maintaining good group relationships.

1 2 3 4 5 6 7 8 9 10

7. Willingness to share own unique background, ideas, strengths, and weaknesses.

1 2 3 4 5 6 7 8 9 10

8. Willing to risk influencing what the decision will be.

1 2 3 4 5 6 7 8 9 10

POSSIBLE DEBRIEFING QUESTIONS:

1. Do you feel the exercise was of value?

2. Were individuals listened to and feelings considered during all parts of the exercise? How does this apply to your meetings back on the job?

3. Did someone tend to dominate the discussion? Does this happen in your on-the-job meetings?

4. Are you satisfied with the plan? What do you think will happen as a result of the plan?

ACTIVITY 5

EXAMINING ADULT-STUDENT MOTIVATION

TO THE ADMINISTRATOR:

This is an exercise to examine what motivates adults to do work. The results can be used in many ways to redesign our reinforcement system and to alter it from one which now emphasizes mainly monetary benefits to one which promotes self actualization. Through examination and discussion of our own basic needs, application can be made to student needs and ways to individualize our motivation of them.

THE GOALS AND OUTCOMES OF THIS ACTIVITY ARE:

1. To examine what motivates you personally.
2. To determine what are the most important reasons we work.
3. To compare what motivates us as educators to what we use to motivate students.
4. To design better ways to motivate people (administrators, teachers, students, and parents).

GROUP SIZE:

Any size group can do this if there are enough leaders to keep the ratio at about 1 to 50. A group of about 50 would be ideal.

MATERIALS NEEDED:

--Masking tape.
--The following duplicated form for each participant.
--Butcher paper (4 sheets, 3'x5' per group).
--Felt-tip pens.

PROCEDURE:

1. Hand out the first page of the duplicated form to each participant.
2. Introduce the concept of brainstorming (Activity 13).
3. Divide the groups into about 8 people per group.
4. Have each group brainstorm each item on the first page and list the results on a piece of butcher paper.

5. Post the lists from each group along the wall with masking tape so the lists can be viewed by all the groups.

   Debrief the large group.

   --What are the similarities between each list? Be specific on each list.
   --Notice the similarities to what motivates students to those that motivate adults!! Be specific and draw out the comparisons.

6. Have the participants return to their own groups to continue the exercise found on page two of the handout.
7. Post the results of item 5 on the wall.

   Debrief the large group.

   --What were some of the ways to better motivate students?
   --Is it important to motivate students in these ways?
   --Can these be implemented by you in your classroom?

OPTIONAL ACTIVITIES:

--Duplicate the participant's #5 list, "activities to motivate students," and give to each participant.
--Build a growth plan to include some of these activities into your unit plans. Refer to Toward the Human Element.
--Experience the same activity with administrators and build plans to better motivate teachers.
--Present a program to parents to learn better ways of motivating students at home.
--Present Maslow's theory of needs as part of a summary. Goble, Frank. The Third Force: The Psychology of Abraham Maslow. New York: Grossman Publishers, 1970, p. 50.

RISK INVOLVED:

This is a low risk exercise for the administrator as the concentration is on student motivation. The emphasis calls for teacher change and can be high risk to them if they do not have the necessary skills. When the administrator is examining his techniques for motivating teachers, it could be threatening to him if he is unable or unwilling to change.

SKILLS NEEDED:

--Group dynamics.
--Active listening.

EXAMINING MOTIVATION

1. What are the reasons that would most tempt you to change occupations or move to another location? Brainstorm with your group and do not attempt to place importance on the reasons. List on the butcher paper.

2. List the most important reasons you work. Brainstorm with your group and don't evaluate their importance until the list is as complete as possible in the amount of time given. List on the butcher paper.

3. What are the things that best motivate students to attend, benefit from, and enjoy learning? Brainstorm with your group. List on the butcher paper.

Examining Motivation (Page 2)

4. Discuss the similarities between what motivates adults and students. What are we doing in the schools to enhance the strategies that motivate students?

5. As a group, brainstorm activities that would bring about the types of motivation listed in number 3.

ACTIVITY 6

NEEDS AND THE SCHOOL'S CLIMATE

TO THE ADMINISTRATOR:

This is a technique in analyzing your actions and the reason for performing this way. It centers on whose needs you are trying to meet in faculty meetings, teacher conferences, discipline conferences, etc. After determining where time and effort is being expended you may want to change for a better balance between student, school, and teacher needs.

GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To establish a production program based on people's needs.
2. To examine carefully whose needs are being met at each meeting.
3. To discuss ways of better meeting the needs of all concerned in our conferences.

GROUP SIZE:

This activity is to be used to analyze the proceedings of any size group meeting. It is better evaluated if only a few individuals complete the form, but it is also possible that all participants state their opinions.

MATERIALS NEEDED:

--A form for each person rating the meeting.
--Pencils for the raters.

PROCEDURE:

1. After a meeting distribute the sample scale or a modification of it to the observers.
2. Compile all the observers' sheets.
3. Analyze the summary to determine where the major focus of the meeting was.
4. Determine what the effect on the school climate would be if this continued.
5. Make alterations necessary to bring about healthier school climate. (Refer to School Climate Improvement: A Challenge to the School Administrator. See Bibliography.)

OPTIONAL ACTIVITIES:

--Modify the rating scale and analyze discipline conferences.
--Modify the rating scale and use it for classroom observations.
--Inform staff of your objectives and get total evaluation on what needs are met. Share results with staff and determine action to be taken.

RISK INVOLVED:

The risk is medium because you are opening yourself up to be aware of others' needs and for evaluation of how well you are meeting these needs. The risk is low if you analyze meetings or conferences without additional input from others.

SKILLS INVOLVED:

--Active listening.
--Giving, receiving feedback.
--Problem solving results.

ANALYZING WHOSE NEEDS ARE BEING MET

AGENDA ITEMS	SCHOOL NEEDS	TEACHER NEEDS	PARENT NEEDS	PRINCIPAL NEEDS	STUDENT NEEDS

ANALYZING WHOSE NEEDS ARE BEING MET

OUTCOMES	SCHOOL NEEDS	TEACHER NEEDS	PARENT NEEDS	PRINCIPAL NEEDS	STUDENT NEEDS
1.					
2.					
3.					
4.					

ACTIVITY 7

PROBLEM IDENTIFICATION

TO THE ADMINISTRATOR:

Realizing problems exist is the easy part. Identifying, specifying, and finding how big the problem is becomes the hard part. The purpose of this exercise is to isolate the major problems through the total involvement of staff and/or students. What is done with the problem after identification is of prime importance, but there are many different methods which are covered under optional activities.

GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To establish a method that involves everyone in identifying concerns within the school.
2. To identify a common list of problems which the staff or student members feel are most important.
3. To focus energies where action is needed and to decide upon action plans for solving the problems.

GROUP SIZE:

This activity can include an entire staff or school, regardless of size. If the results are to be meaningful, it is important that the whole population be included.

MATERIALS NEEDED:

--Pencil and paper for all participants.

PROCEDURES:

1. Use the 1-3-6 method to gather problems. Refer to Activity 15.
2. Begin with a statement like: "There are problems in the school and we would like to find out which are the most important and then try to resolve them. The first part is identifying the problems as you see them. We need your ideas, so please list what you feel are the most important problems in our school."
3. Continue with the 1-3-6 method.

4. After the list of problems is completed stop the 1-3-6 process before coming to a consensus. Have the representatives of the faculty and students priority rate the top 10.
5. Check with the rest of the staff and student body to make sure the most important problems are at least considered in the top ten. It isn't important that all people agree on the ranking, but that the 10 problems are the most important.
6. If there is any big difference between the list the representatives developed and what the people they were representing feel is most important, make the alterations.
7. Begin to solve the problem in the priority order the representatives developed.

OPTIONAL ACTIVITIES:

--Use brainstorming techniques to gather data in the classrooms and then send the list with the representative to combine lists.
--Use the same activity to gather solutions to each problem.
--Scientific problem solving "Toward the Human Element."
--Involve the students in the same activity of gathering problems.

SKILLS NEEDED:

--Group dynamics techniques.
--Problem solving skills.
--Active listening.

ACTIVITY 8

REALIZING SCHOOL POTENTIAL

TO THE ADMINISTRATOR:

This exercise focuses on the ideal or what your school could be like. Let your imagination come up with whatever you, as an individual, would ideally like to see happening in your school a year or two years from today. With the ideas generated, plans to reach them can be developed. This method emphasizes a positive approach and is not centering on a problem.

THE GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To help the staff concentrate on the potential of the school and not on the problems that exist.
2. To stimulate creative thinking.
3. To emphasize preventative plans rather than crisis planning.
4. To develop plans to reach the school and individual potential.

GROUP SIZE:

This activity can be used with any size group, but the small groups should be limited to no more than eight.

MATERIALS NEEDED:

--An agenda of the expectations is attached.

TIME REQUIRED:

Two hours

PROCEDURE:

1. Introduction of the exercise:

   a. The idea is to try to catch a snapshot of what you would ideally like to see happening in your school a year from now. Another way of saying it is if you dropped into visit your school in

a year, what would you like to see happening? An example might be having staff, students, and administrators on the hiring team to select new teachers. A personal example of your own might be better.

b. Help the participants to realize their imagination is their only barrier and that anything goes.

c. Answer and clarify any misunderstandings.

2. Follow the attached agenda.

3. Optional Activities:
   --The activity could be done with students as well as staff.
   --Do it on a personal level, identifying your potential and developing a plan to accomplish it.

RISK INVOLVED:

This is a low risk activity because it focuses on the future. It can become high risk if the plans are not followed through.

SKILLS NEEDED:

--Group dynamics.
--Listening.
--Problem solving.
--Developing plans to follow through.
--Brainstorming.

DEBRIEFING -- Questions to be asked orally or on feedback sheet:

1. Do you feel your ideas were heard and considered?
2. If the plans are implemented, do you think the school will be a better place a year from now? In what way?
3. Are all the members of your group committed to follow through with your plans? If not, what can be done to get more commitment?

AGENDA

REALIZING SCHOOL POTENTIAL[1]

1. Each person should list as many ideas for potential in his school as possible, with faculty, parents, and students participating together on the school's governing council.

2. In small groups (4-8) read your individual list. Don't justify or defend. Select a leader.

3. Select one or a combination of ideas for potential to work on as a group.

4. Write the idea as defined by the group on butcher paper and brainstorm all the possible ways of reaching it.

5. Select one or more methods of accomplishing the idea and build a plan of action to carry them out.

6. Identify the people who will carry out the parts, a time schedule, and an evaluation for the plan of action.

7. Find out: "How do we get others involved?"

8. If time allows, select another idea from above (Step 2) and develop other plans of action.

9. Share plans of action with other groups.

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[1]Modified from "Images of Potentiality," pages 40-44, School Climate Improvement: A Challenge to the School Administrator (see Bibliography).

ACTIVITY 9

CLIMATE CHARACTERISTICS OF MY SCHOOL

TO THE ADMINISTRATOR:

The purpose of this exercise is to identify specific climate characteristics as perceived by you, teachers, students, and possibly parents. From the information gained programs can be developed by the principal and each specific group to meet the concerns discovered.

THE GOALS AND OUTCOMES OF THIS ACTIVITY ARE:

1. To rate the climate of the school.
2. To gain information as to how others view a school.
3. To contrast and compare the principal's list to others' list of characteristics.
4. To provide information to be used in formally assessing the needs of a school.
5. To develop specific plans to improve the climate of the school.

GROUP EXERCISE:

This exercise may be done individually or by using any size group. Too large a group can make the compiling of the characteristics difficult.

TIME REQUIRED:

10-20 minutes

MATERIALS NEEDED:

--A blank duplicated instrument for each person participating (following).

PROCEDURE:

1. Low Risk:
   a. As principal, using the "Climate Characteristics of My School" form, list as many characteristics of your school as possible under each of the dimensions.

B. Design a program to strengthen those characteristics of your school that don't meet your expectations.

2. High Risk:
   A. Each staff member fills out the "Climate Characteristics of My School" form.
      - Compile results and clarify any characteristics for which you are unsure of the meaning.
      - Isolate with the staff those characteristics that are not meeting school goals.
      - Develop personal or school projects with staff to strengthen characteristics identified as areas of concern.
   B. Use a random sample of students to fill out the "Characteristics of My School" form.
      - Compile results and clarify any characteristics for which you are unsure of the meaning.
      - Isolate with the students those characteristics that are not meeting school goals
      - Develop personal or school oriented projects with students to strengthen characteristics identified as areas of concern.

OPTIONAL ACTIVITIES:

--Use parents along with staff and students in determining the characteristics of the school and projects for improvement.
--Have staff, students, and parents fill out what characteristics their ideal school would have and compare for improvement projects with the school as it is.
--Use information gained from characteristics to develop a formal needs assessment.

SKILLS AND RESOURCES NEEDED:

--Group leadership.
--Active listening.
--Someone to compile and tabulate.
--Consensus decision making.
--Debriefing at the conclusion of the exercise.

CLIMATE CHARACTERISTICS OF _____ SCHOOL
(name of school)

Below are several dimensions by which you will be asked to rate your school. Consider each scale closely and determine where along the continuum your school generally fits and place a check there. If you need to clarify any mark, feel free to use the back of the survey.

ORGANIZATION:

1. / / / / /

Rigid -- much energy used to maintain and enforce tradition.	Flexible -- use of temporary task forces and easy shifting.

2. / / / / /

Hierarchical -- strict adherence to chain of command.	Flexible structure -- ready to change based on needs.

3. / / / / /

Roles -- restrictive and narrowly defined.	Roles defined by tasks and adjusted based on talents.

CLIMATE:

4. / / / / /

People-centered.	Subject matter-centered.

5. / / / / /

Suspicious.	Trusting.

6. / / / / /

Warm and Open.	Reserved and impersonal.

SCHOOL PHILOSOPHY AND ATTITUDES:

7. / / / / /

Cautious -- errors to be avoided.

Experimental -- errors common and should be learned from.

8. / / / / /

Administration to release energy and supportive power

Administration to to control through coercive power.

9. / / / / /

Open system -- emphasis on sharing and gaining from each other.

Closed system -- emphasizing self-sufficiency.

DECISION AND POLICY MAKING:

10. / / / / /

Decisions made by all people affected.

High participation at the top, low at the bottom.

11. / / / / /

Decisions treated as final and not to be arbitrated.

Decisions treated as hypotheses to be tested and revised.

12. / / / / /

Distinction between policy making and execution.

Collaboration policy making and execution at all levels.

COMMUNICATION:

13. / / / / /

Open flow -- all directions with accuracy.

Restricted with distortions.

14. / / / / /

One-way -- downward.

Multidirectional -- horizontal & vertical.

14. / / / / /

Expression of feelings repressed.

Expression of feelings encouraged.

CHARACTERISTICS OF A STATIC VERSUS A HUMANISTIC SCHOOL SYSTEM

Dimensions	Characteristics	
	Static	Humanistic
Organization	Rigid -- much energy given to maintaining permanent academic departments, committees, solemn reverence for tradition and enforcing administration designed rules. Hierarchical -- strict adherence to chain of command. Roles -- defined narrowly and restrictively. Property -- tightly bound with strict supervision.	Flexible use of temporary task forces; easy shifting of academic departmental lines; readiness to change and depart from tradition. Multiple linkage -- based on needs. Roles -- defined broadly with provisions for adjustment. Property -- mobile and functional.
Climate	Subject matter centered, impersonal. Cold, formal, reserved. Suspicious, closed atmosphere, nontrusting.	People-centered, caring. Warm, informal, intimate. Trusting, open atmosphere.
School Philosophy and Attitudes	Function of administration is to control personnel through coercive power. Cautious -- low risk taking. Attitude toward errors: to be avoided. Emphasis of personnel selection to perpetuate system. Self-sufficiency -- closed system regarding sharing ideas, resources, and knowledge. Emphasis on conserving resources. Low tolerance for ambiguity.	Function of administration is to release the energy of personnel. Power is used supportively. Experimental -- high risk taking. Attitude toward errors -- errors are common to all and should be encouraged and learned from. Emphasis on personnel development -- continuous inservice training. Interdependency -- open system regarding sharing of resources, ideas and knowledge. High tolerance for ambiguity.

CHARACTERISTICS OF A STATIC VERSUS A HUMANISTIC SCHOOL SYSTEM (Contd.)

Dimensions	Characteristics	
	Static	Humanistic
Decision Making and Policy Making	High participation at top, low at bottom. Clear distinction between policy making and policy execution. Decision making by legal mechanisms. Decisions treated as final and not to be arbitrated.	Participation by all people affected. Collaborative policy making and policy execution at all levels. Decision making by solving practical and relevant problems. All decisions treated as hypotheses to be tested and revised as necessary.
Communication	Restricted flow -- constipated. One way -- downward. Feelings -- repressed or hidden from the person who could help. Expression of feelings has no place either from faculty or students.	Open flow -- easy access to communication line with accuracy. Multidimensional -- (in all directions) vertical and horizontal. Expression of feelings encouraged by faculty and students.

Developed by Gerald Prince, Sept. 1969

ACTIVITY 10

GOAL SETTING ALTERNATIVE

TO THE ADMINISTRATOR:

This is an alternative to the 1-3-6 method for establishing goals. It provides a process to involve parents and teachers to view the problems of the world and the skills needed to cope successfully with it. After looking at the problems and skills needed, goals, strategies, and evaluation techniques are developed which tend to promote a team commitment to strive for the goals.

THE GOALS AND OUTCOMES OF THIS ACTIVITY ARE:

1. To develop a general list of characteristics, skills, attitudes, etc. which a school should see that students possess at graduation.
2. To provide information for further indepth analysis of the school program.
3. To develop a list of changes the school should make to provide students with coping skills.
4. To establish a list of student outcomes the staff will work to accomplish.

GROUP SIZE:

The only restriction to size is the ability of the administrator to handle large groups. For best results there should be additional help to circulate among the groups of people (1 to 20). Optimum size would be about 40.

MATERIALS NEEDED:

--Butcher paper, 5 pieces, 3' x 5' for each group.
--Felt tip pens for each group.
--Pencils and paper for every participant.
--Masking tape.

PROCEDURE:

1. Divide the participants into groups of 8-10.
2. Instruct each group to brainstorm the characteristics of the world we are preparing our students to enter.

Explain brainstorming (see Activity 13).
Have the groups record their ideas on the butcher paper.

3. Post all the lists on the wall and debrief quickly as to some of the common characteristics on the lists.
Example of some of the items that may be on the lists.
    Competitive
    Hard
    Cold
    Challenging
    Changing
4. Have each group identify the characteristics of a person who could successfully cope with the world they have just described.
Brainstorm the ideas and record them on the butcher paper.
5. At the same time the participants are identifying the characteristics needed to be successful, have them list the characteristics of a person who would have difficulty in coping with the world as described.
Brainstorm the ideas and list them on the butcher paper.
6. Debrief the two lists together.
Point out the similarity between the groups view of the individual who can be successful in the world.
Examples:
    Irresponsible
    Lack of caring
    Lacks basic skills
    Poor
    Unable to make decisions
    Poor attitude

Ask and discuss what we are doing to prevent students from developing these characteristics.
Are we reinforcing negative characteristics?
What is the emphasis on the lists, cognitive or affective?
Where is the emphasis in the school placed?
Stress that both cognitive and affective are important.
Affective methods should be incorporated with cognitive to produce better results. Schools must teach the total student.
Stress that the list is the group's own feelings.

7. Maintain the same groups. Give the following instructions:
"From your list take what you feel is important and combine it into what the group feels should be an outcome of finishing school and list the statements on butcher paper."
8. Post the lists on the wall and see if there are similarities.

9. List the similarities and get agreement on the most important 5-8. There are usually 5 or 6 common to all groups.
10. Get group commitment that the student outcomes listed are what we should be working toward.

OPTIONAL ACTIVITIES:

--Do this exercise at the beginning of the year with the staff to gain direction and a team commitment.
--With the staff, design individual or team strategies to accomplish the student outcomes.
--With parent groups, design methods that can be applied at home to gain the student outcome objectives.

RISK INVOLVED:

This is a low risk activity which focuses on the goals for the school. Risk is increased only if the administrator wants to maintain total control of the direction of the school.

SKILLS NEEDED:

--Active listening.
--Understanding of group dynamics.
--Ability to summarize and bring partial consensus.
--Brainstorming (an understanding of and an ability to instruct the group).

ACTIVITY 11

COMPARING SCHOOL CLIMATE

TO THE ADMINISTRATOR:

School climate is often discussed with widely differing definitions. In this exercise you and your staff will rank your school in four areas: open communications, problem resolution, shared decision making, and accountability. With the data gained from the survey plus a film, plans will be made in the top priority items for improvement of your school's climate.

THE GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To provide information on climate improvement ideas and techniques to staff.
2. To identify areas of climate in your school that need improvement.
3. To isolate plans for improvement of climate and gain commitment for follow-up through involvement.

GROUP SIZE:

Any size group can be handled, but people should be grouped according to common interest so there is more commitment to their plan.

TIME REQUIRED:

2-3 hours

MATERIALS NEEDED:

--Attached form for each participant.
--Film "Toward the Human Element."[2]

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[2]Available from Bell Junior High School, 1001 Ulysses, Golden, Colorado 80401

PROCEDURE:

1. Rank yourself and staff on the "Assessing the Climate of Our School" survey.
2. View the film "Toward the Human Element."
3. Discuss the results of individual surveys and the film in small groups (no more than 8 per group).
4. Identify the survey items of most concern to your group.
5. Form a plan, based on group brainstorming or the movie, which you would like to implement to emphasize the problem areas.
6. Arrange for a follow-up meeting with your group to report progress.
7. Optional Activities:
   --Type all lists and distribute the plans to all participants.
   --Use the Self Performance Achievement Record (SPAR) planning models to further develop plans (see Bibliography).

RISK INVOLVED:

This is a low risk activity that focuses on improving ideas on the individual or small group level. The use of film as a resource removes the pressure from individuals having to come up with ideas on their own.

SKILLS NEEDED:

--Listening.
--Decision making
--Accountability.

ASSESSING THE CLIMATE OF OUR SCHOOL

DISCUSSION GUIDE:

In thinking about your school, please rate as honestly as possible your feelings toward the following:

1. The talk in the faculty room is

generally positive and constructive.	usually negative about someone not present.

2. When others in the building have a concern with the administrator or other members of the staff, they

usually go directly to the person and express it.	keep it to themselves or tell someone else.

3. In our building there are approximately 2, 3, 4, 5 (circle one) or more teachers that I do not communicate with very well.

   Staff members in our building

constantly praise each other.	generally neglect to tell others when praise is earned.

4. I think that students feel

relatively free to approach staff members with concerns.	that their opinions are not appreciated and that they are intimidated.

5. Many parents feel

that they are welcome to visit or telephone school with a concern.	that if questions are raised it "will be taken out on their child" or not change things.

6. Parents praise the school

/_____/_____/

often. seldom.

7. Teacher aides and secretaries

/_____/_____/

generally feel accepted and communicated with on an equal level with teachers.

generally feel put down and are treated as second class citizens.

PROBLEM SOLVING:

8. Teachers expect the administrator

/_____/_____/

to take care of most problems.

to involve them in solving major problems.

9. The principal

/_____/_____/

generally involves teachers in solving problems affecting them.

usually provides the answer or solution to a problem.

10. Teachers in our building

/_____/_____/

generally involve students in solving problems affecting them.

generally order, ask, or tell students to stop doing things or provide answers to student concerns.

11. Central office personnel

/_____/_____/

generally provides solutions to problems.

involves us in developing solutions.

SHARED DECISION MAKING:

12. School projects, activities or ideas are

generally told to the staff by the administration.	the staff is involved in making these kinds of decisions.

13. Major decisions concerning operation of the school (budget, curriculum, evaluation, staff hiring, community relations) are generally made by (please check one).

1. the administration.
2. the majority vote.
3. I don't know.
4. Consensus (after discussion and input all staff members are polled to see if this is a decision they can live with).

14. I feel that in the classroom or school-wide matters

students should have a voice in making major decisions.	that teachers are trained to make most major decisions.

ACCOUNTABILITY:

15.

A personal accountability plan would be a good idea for our school.	A personal accountability plan would be more work that it is worth and would take away from teaching time.

16. The idea of students evaluating teachers on how they are meeting their objectives:

turns me on.	isn't practical.

ACTIVITY 12

ANALYZING SCHOOL CLIMATE FACTORS

TO THE ADMINISTRATOR:

This activity forces examination of values that are held by the administrator. For a principal to be effective as a climate leader, he must display congruence between what is believed and what is practiced each day. The plan here is to investigate what are the most valued climate factors, observe indicators which would show the desired climate, have an evaluation and build a plan to better promote the attainment of the valued climate factors.

THE GOALS AND OUTCOMES OF THIS ACTIVITY ARE:

1. To identify the climate factors you value most.
2. To establish an evaluation system that checks for indications that the positive factors are being reinforced and the negative factors are being extinguished.
3. To develop a growth plan to make positive climate factors part of the school.

GROUP SIZE:

This is an analysis of the school climate, thus could include all the staff or a small random group. Through filling out the observation form, a large group could be involved.

MATERIALS NEEDED:

--Duplicated forms for all observers.
  Forms: Climate Factors Most Valued
  Climate Factors Least Valued
--School Climate Factor Sheet

PROCEDURE:

1. Complete "School Climate Factors" sheet.
2. Identify the five climate factors most valued and list.
3. Identify the five climate factors least valued and list.

4. List two or three school climate indicators for each of the most valued and least valued. Brainstorm with a group of people to get several ideas under each factor.

   EXAMPLE:

Climate Factor	School Climate Indicators
Open Communications	-A staff with various teaching styles. -Staff members feel they can talk with the administrator freely and openly on any school matter.
Subject Centered	-Teachers' only concern is that the students are getting the academic material. -Covering the book or staying up with the curriculum guide is most important.

5. Observe behavior in the school to see if school climate indicator exists in the school. Fill in chart with specific examples.
6. Analyze the observations and determine where more emphasis is needed on the most valued climate factors and where work needs to be done to eliminate more of the climate factors least valued.
7. Debrief:
   --What can you do to insure that the climate factors most valued will be a more important part of your school?
   --What can you do to insure that the climate factors least valued will be elimated?
   --What are the climate factors both positive and negative that are so important that immediate action, without compromise, must be taken?
9. Build a growth plan including the results of the observations with strategies to improve and methods to evaluate your progress. (Refer to Self Performance Achievement Record (SPAR) -- see Bibliography.)

OPTIONAL ACTIVITIES:

--Modify the check list to classroom climate and use with teachers to see if they are promoting what they feel they are.
--Have a team observe for climate factor indicators and summarize their observations.

--Involve staff members in deciding what should be changed based on the results of observations.

RISK INVOLVED:

This is a low risk activity if it is completed only by the principal. The more people it involves, the higher the risk because action will be expected.

SKILLS NEEDED:

--Objective observation.
--Understanding of accountability planning.

SCHOOL CLIMATE FACTORS

Listed below are climate factors that you might value and promote in your school. In an ideal school how would you rank them? Place 1 in the blank before the factor you feel is most important, 2 in front of the second most important and so on to 23 for the least important school climate factor listed.

___Flexibility
___Shared decision making
___High morale
___Rigidity
___Hierarchical organization
___Quietness
___Creativity
___Chaos
___Privacy
___Fear
___Respect
___Fairness
___Trust
___Cohesiveness
___Dogmatism
___Open communication
___Caring
___Apathy
___Disorder
___School renewal
___Subject centered policy
___Suspicion
___Purposefulness

CLIMATE FACTORS LEAST VALUED

CLIMATE FACTORS	SCHOOL CLIMATE INDICATORS	OBSERVED BEHAVIOR
1.		
2.		
3.		
4.		
5.		

CLIMATE FACTORS MOST .VALUED

CLIMATE FACTORS	SCHOOL CLIMATE INDICATORS	OBSERVED BEHAVIOR
1.		
2.		
3.		
4.		
5.		

ACTIVITY 13

BRAINSTORMING

TO THE ADMINISTRATOR:

This is a process which may be used in many different situations in order to examine tasks, problems, solutions, etc. The real value is that judgments are left out as suggestions are being contributed, which encourages more people to participate. All remarks are recorded and considered, which promotes more commitment to the end decision.

THE GOALS AND OUTCOMES OF THIS ACTIVITY ARE:

1. To set the proper stage for complete participation by the staff.
2. To help the staff channel and direct their thinking.
3. To generate an extensive number of ideas or solutions through eliminating evaluation and criticism until all ideas are voiced.
4. To promote a higher commitment to the solutions generated.

GROUP SIZE:

The best size is from 8 to 15 participants. Large groups can be broken down into smaller groups so that the participation is higher.

MATERIALS NEEDED:

--Butcher paper (the size depends on the exercise).
--Felt tip pens.
--Chalk board and chalk.

PROCEDURE:

1. Select a problem and state it clearly. You may use a sample problem to introduce the idea.
2. Have each group select a secretary for recording the results on the chalk board or butcher paper.
3. Explain the rules: Brainstorming means to "throw out" ideas about the problem as quickly as possible. There will be no evaluating during the brainstorming phase. Far-out ideas are encouraged because they

might spark other ideas within the group. A large number of ideas is desired.

4. Instruct the groups to begin to brainstorm each part of the problem or task.
5. When the brainstorming is complete, announce that it is now acceptable to evaluate the ideas without giving credit or blame.
6. Narrow the ideas down to one or a combination of several that the group feels best about.
7. If there are several groups, have the lists posted, share ideas and form a single list. This might be done by having the large group vote on rank order or, if time permits, come to a consensus.

OPTIONAL ACTIVITIES:

--Build a growth plan with the results.
--Involve students with staff as problems are considered.
--Utilize a part of almost any problem solving procedure.

RISK INVOLVED:

This is a very low risk exercise because all judging and evaluation is eliminated. Even when considering solutions, the focus is on each item, not the person. It can be higher risk as the problem becomes more personal.

SKILLS NEEDED:

--Active listening.
--Understanding of group dynamics.

ACTIVITY 14

DESCRIPTION OF THE SCHOOL

TO THE ADMINISTRATOR:

This exercise provides individual perceptions of the school from staff and/or students. Depending upon the question and the level of trust asked, the participants will draw and share their specific interpretation which may be generalized to identify strengths and weaknesses in specific classes or school-wide. Another benefit is the closeness the group feels after sharing during the exercise (related to Johari window exercise).

THE GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To gain data as to how people see the principal, the school or part of the school, depending upon the question asked.
2. To share information in team building activity.
3. To practice the skill of listening without interpreting or judging.
4. To provide general information to be used in formally assessing the needs of the school.

GROUP SIZE:

There should be no more than 17 participants or the exercise can go too long. The ideal number is 12.

TIME REQUIRED:

Approximately one and one-half hours.

MATERIALS NEEDED:

--One or two color crayons for each person.
--Two pieces of butcher paper (apprximately 3' x 6') with the same puzzle outline drawn on each and the top design cut out.

PROCEDURE:

1. For best results, the group should be sitting in a circle with the puzzle on the floor in the middle of the circle.
2. Next, say something like: "Each member is to draw a design that best represents how he views the school. This can be a very personal view of the individual with his friends in his classes or an overall view of what the entire school looks like, whichever he feels most comfortable drawing. Each person explains his drawing to the group as clearly as possible and the members of the group will listen and tell what they heard him say before any questions are asked. You may begin and when you have completed your drawing, fit your piece into the puzzle."
3. Each member picks a piece of the puzzle and the crayons he wants and completes his drawing. Several colors may be used and traded among participants.
4. After the pieces are in place, begin with volunteers explaining their picture and encourage members to try and paraphrase what they heard, but not to interpret.
5. Allow all people to explain the picture and to be heard. (15 participants will normally need 60-90 minutes to complete this exercise.)

EMPHASIZE:

--The individual differences and the similarities show participants that everyone is unique, but all still have desires, needs, and problems that are similar to others.
--How our attitudes might affect the people with whom we work. Knowing our attitude or mood is important if we are going to be effective in communication.
--That the activity is to allow individual differences and the importance and value of individual perceptions. There are no right or wrong answers.

QUESTIONS: (to ask yourself or participants as part of the debriefing).

1. Were others allowed to state their opinions without being judged?
2. How does it feel to be heard?
3. Was someone questioned and probed concerning their drawing? If so, how did he feel?
4. Were there times participants tried to interrupt for another individual rather than listen and understand?

5. When you are heard and you hear others with similar thoughts, does this help you understand yourself better?
6. What were some of the most difficult situations for you during this exercise?

OPTIONAL ACTIVITIES:

1. Additional questions that might be used to begin the exercise:
   --Draw a picture of the way you see the administration in the school.
   --Draw a design which describes the way you feel about the teachers.
   --Draw a design which shows the way the school makes you feel.
   --Draw a design which shows how you feel about (_____) class.
2. Compile a list of where the most concerns seem to be centered.
3. After several groups have participated, check the concerns most often listed with a group of students and faculty to make sure you are understanding correctly.
4. Use the information you feel comfortable with in preparing a needs assessment instrument to obtain more specific data.
5. Read the "World Exercise" in Toward the Human Element (see Bibliography).

RISKS INVOLVED:

This is a low risk to high risk activity, depending upon the questions you ask, but any question has value to gather subjective data to identify strengths and weaknesses in the school climate that may be followed up on with SPAR, climate surveys and other CFK resources.

SKILLS NEEDED:

--Active listening.
--Group leadership.
--Confrontation without alienation.

ACTIVITY 15

1-3-6 INVOLVEMENT METHOD

TO THE ADMINISTRATOR:

This is an involvement method that may be used for many types of projects and will promote more complete involvement of all participants. It also helps to project the ideas of the less verbal faculty members or students so that their comments may be considered to give a fair discussion. The end result will bring about a firmer commitment by all to carry out the agreement.

THE GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To gather ideas on the topic from the total population of your student body, faculty, or parents.
2. To give all ideas on the topic consideration.
3. To promote group consensus on the final decision.
4. To establish a commitment to follow through with the decision reached.

GROUP SIZE:

Depending upon the problems or the topic being discussed, the group may be of almost any size. Groups of classroom size are best to break down student body size groups.

MATERIALS NEEDED:

--Pencil and paper for all participants.
--Duplicated instruction may be provided for large groups.

PROCEDURE:

Example used will show how a faculty of 60 can be involved in decision making.

--Introduce the problem or topics to the faculty and ask each individual to list all the ideas he has. (5-7 minutes)
--Combine individuals into groups of 3 to combine their lists. They are not to discuss their ideas, only combine and remove redundancies. (6-8 minutes)

--Combine 2 groups of three into one group of 6 and have them combine their lists. They are not to discuss their lists, but only combine and remove redundancies. (7-9 minutes)
--Have each group choose a representative and meet with you, forming a group of 10. Have one member read his list then have the rest of the group read only their ideas not mentioned. Discuss, combine, and come to a consensus on the most important topics. (30-45 minutes)
--Have the group leaders take the consensus list back to their groups for additional input acceptance. Stress that in the groups, alterations have to get approval from the other representatives.
--The group representatives meet together again to consider the input. After consensus is gained again present the list to the total faculty.
--The first 3 steps may take place in a faculty meeting with steps being completed afterwards or the next day. It could be done in a fishbowl if you are familiar with this technique. The 5th and 6th steps could take place at the next staff meeting with Step 7 concluding the meeting.

OPTIONAL ACTIVITIES:

The risk is minimal if problems concerning the school (such as student apathy) are processed through this method. If the reasons for the breakdown in communications between the administration and staff are explored, more risk will be involved. There is always the risk of the principal or anyone being identified as part of the problem when this method is use.

SKILLS NEEDED:

--Active listening.
--Group dynamics.
--Mutual means style of leadership.

ACTIVITY 16

STABLE LIMITS FOR THE SCHOOL

TO THE ADMINISTRATOR:

Stable limits are guidelines set to direct the behavior and actions of ALL the people in the school. The limits are a short comprehensive list of general rules that help parents, students, teachers, and administrators know what is expected of them and what can be expected of others.

In one large junior high recently surveyed, there were 57 rules for the cafeteria, 20 for the halls, plus many more for other areas for a total of over 100 rules for kids. Many teachers did not know all the rules, let alone students!

The idea of having a short comprehensive list of rules for the entire school is that all people can be aware of the limits and what is expected of them. Specific stable limits are also developed in each classroom to relate the nature of the activity to the behavior expected.

THE GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To promote a unity of staff and students on the expectation for behavior in the school.
2. To produce a short understandable list of guidelines governing the behavior of everyone who comes into the school.
3. To develop a feeling of fairness and a commitment by involvement.

GROUP SIZE:

In order to bring the best results the faculty should be trained in the method by experiencing it and then facilitating a classroom size group of students. For the most part groups should number less than 30.

MATERIALS NEEDED:

--Pencil and paper for all participants.
--Duplicated instructions optional.

PROCEDURE:

1. In a staff inservice meeting the staff, with the use of the 1-3-6 method (see Activity 15), will identify those guidelines which apply to everyone that they feel are necessary to the school. Stable limits should be written in positive terms such as: All people will be accounted for at all times. Example: Teachers and students will check out with the appropriate persons before leaving the school grounds. Positive statements are guideposts for behavior and not a never ending list of "do nots."

2. After all the staff has become familiar with the 1-3-6 process a period in the school day will be set aside for all classrooms to develop their list of stable limits. A staff handout as follows may be distributed:

(Example)

PLAN FOR INVOLVING STUDENTS WITH STABLE LIMITS

It is important that you let the students know that this is an effort to get them involved with establishing the stable limits that all of us will live with throughout the year. Explain the entire process of how the limits will be developed with students as individuals, groups of 3 and 6 to get all their ideas.

Monday - 5th period

All teachers who have a 5th period class will present the following ideas to the students.

This year we want to get all the students' ideas on what they feel are the rules, guidelines, or stable limits we need for the school. We are going to use the words "stable limits" to mean the same thing as rules. Stable limits are the overall stable guidelines for our school which will apply to all people. We would like you to list those limits you feel the students and staff need to govern our school.

An example of a stable limit might be the state and federal and school board policies will be followed at all times. This would be necessary because such rules cannot be done away with by us. Other stable limits that you might list would be things concerning ours and others' rights and property, responsibilities, and other things you think important.

Step I - Answer any questions and then instruct them as individuals to write their lists without discussion. Allow them to write negative statements but encourage them to write positive ones. Remind them to write rules or guidelines, not privileges they want.

Step II - After about 3-5 minutes put the students into groups of 3 and have them combine their lists. They are not to discuss the lists, just remove the things that are the same and combine the rest.

Step III - After about 5 minutes put the students into groups of 6 and again have them combine the lists without discussion, just removing redundancy.

Step IV - After 5-7 minutes get the representatives from each group of 6 to combine the list for the class. This will take about 5-15 minutes and you will need to have something for the rest of the class to do or have them watch quietly. Remind the students not to argue about the lists, just combine them and remove redundancy.

Step V - When this list is developed have a small group choose a representative to come to the Library 5th period on Tuesday. Try to get representatives that are truly representative of all parts of this student body.

It is important that the final list is developed today in order for the next step to be taken on Tuesday. Keep the discussion down during each step and there will be plenty of time. If you do not finish, make sure your representative has all the lists and remind him to report to the Library on Tuesday during 5th period.

Tuesday - 5th period

--Acting as the facilitator you will divide the classroom representatives into groups of three (their individual lists from the class) to combine and remove redundancy.
--Put two groups together and again combine the lists without discussion. Have each group choose a representative.
--The representatives meet with a facilitator to develop a consensus list and the rest of the students return to their rooms.

Tuesday - after school

--Representatives of the students and the faculty meet together and develop a consensus list of stable limits.

Wednesday - 5th period

--Have a brief meeting with student classroom representatives so they understand the list and can take it back to the classroom and explain it.
--Faculty representatives discuss the stable limits with the staff.
--Submit the results for total group approval.

OPTIONAL ACTIVITIES:

--Representative group discussions can be handled using the fishbowl technique with an empty chair for persons desiring additional input.
--Combine faculty and students and have them all go through the process together. Especially if the school is smaller.
--This can be done at all levels - elementary, junior high, high school, and college.
--Redo stable limits each year to maintain commitment.

RISK INVOLVED:

This is a high risk activity if you are not comfortable with democratic decision making. The staff may also react that students should not have a say in the rules that govern them. Bring out a need for discussion on the goals of education. This exercise is easier if you have set district or school goals.

SKILLS NEEDED:

--Group facilitating.
--Program planning.
--Active listening.
--1-3-6 method.

ACTIVITY 17

DUE PROCESS IN DISCIPLINE

TO THE ADMINISTRATOR:

Discipline has long been a problem for the school since the methods for handling problems were often as different as there were members of the staff. Students did not know what was going to happen because it was always the same regardless of the situation. Only the teacher's mood changed the consequences.

With recent legislative action it has become necessary to develop a due process for students. This guarantees student rights and adds fairness to the problem situation. This application of the 1-3-6 method (see Activity 15) will produce a student and faculty agreed upon procedure for dealing with discipline problems.

THE GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To provide students with "due process" on any violation of the school rules (stable limits).
2. To develop a schoolwide system of discipline that has flexibility for individual students.
3. To change the image of discipline from punishment to solving the problem.
4. To develop more satisfaction from the community on discipline in the schools.

GROUP SIZE:

In order to bring the best results the faculty should be trained in the method by experiencing it and then facilitating a classroom size group of students. For the most part, groups should be less than 30.

MATERIALS NEEDED:

--Pencil and paper for all participants.
--Duplicated instructions optional.

PROCEDURE:

1. In a staff meeting the staff can develop what it feels should be the procedure for handling discipline by using the 1-3-6 method (see Activity 15). Procedures should be developed by the staff with instructions to determine what is the first thing that should be done if a school rule is broken. If the rule continues to be broken, what should be the second thing to be done? If the rules continue to be broken, what should be done next? The individual staff member is asked to repeat this until he feels the school has reached its capability in dealing with the student.
2. Continue to follow the 1-3-6 method to combine the lists until the faculty has their list of procedures for handling rule violations.
3. An example of the first step could be: The teacher and the student discuss the problem, reach a solution and provide a logical consequence if one is needed.
4. After all the staff have become familiar with the process for developing discipline procedures, a period of the school day should be set aside to involve the students. Examples for involving the students could be as follows:

Day 1 - Alternative 1 (could be used if students are tired of the 1-3-6 method).

Discuss with the students the reason we need discipline procedures to get a consistent step by step approach to handling infractions.

Stress the importance of everyone knowing what will happen if they break a school rule. Also, mention that this one does apply to students, but another procedure could be developed for dealing with teachers, counselors, and administrators who break the school rules or stable limits.

Day 1 - Alternative 2

Discuss with the students the reason we need procedures to get a consistent step-by-step approach to handling infractions.

Instruct the class as individuals to list what they think would be the first step that should be taken when a stable limit is broken. Stress that this is a first violation and the emphasis is on preventing it from

happening again. Have the students list individually what would be the second step, if there were continued violations. Repeat the process for steps to be taken in case of continued violations.

Instruct the students to meet with two other students (group of 3) and combine their lists step by step. Make sure all their ideas are included, but it is just a combination to remove duplicates. Push them not to discuss or argue, but to combine.

Instruct the students to meet with another group of 3 (one group of 6) and combine their lists step by step. Make sure all their ideas are included, but it is just a combination to remove duplicates. Push them not to discuss. Choose one representative from each group to combine their lists. A representative from the last group will be sent to the library tomorrow as a spokesman from his class.

Day 2 - The next day in the library continue with the brainstorming technique to combine the representatives ideas. On a chalk board list what the students feel is the first thing that should be done if a guideline is broken. Revise through discussion.

Repeat the process until the students feel their problem is out of school hands.

Meet with some student and faculty representatives after school and combine both lists of procedures for handling violations of the stable limits.

Day 3 - Have a short meeting with all classroom representatives to discuss the discipline procedures with them and help them prepare to discuss it with their classes.

Faculty representatives discuss the discipline procedures with the staff.

Put up for total group approval.

OPTIONAL ACTIVITIES:

--Suggestions for dealing with the problems in implementing discipline steps can be found in the Bibliography.
--Combine student, faculty, and parent groups to develop the discipline procedure.
--Revise the procedure each year with students and staff.
--Student involvement on this exercise is limited to

secondary schools unless the elementary teachers are willing to spend more time to help younger students.

RISK INVOLVED:

This is a high risk activity because it forces administrators and teachers to find new ways other than fear to motivate students. Some staff members will always be upset with the procedure but as skills are developed to talk with students the comfort will return. It carries a somewhat lower risk now that legislatures are demanding due process for students.

SKILLS NEEDED:

--Active listening.
--Congruent sending.
--Problem solving.
--Group dynamics.
--1-3-6 method.
--Brainstorming.

] Especially in followup conferences.

ACTIVITY 18

A PARTICIPATIVE MANAGEMENT SYSTEM

D - C - I

TO THE ADMINISTRATOR:

This is an organized plan for sharing the decision making role with those who are in many cases better able to make the decisions (D's). It is a form of democratic rule which gives more people the responsibility to establish methods for making decisions and getting input from staff before the direction is set. Making sure people (C's) who have vested interests are consulted as the decision making plan is developed is an integral part as well as providing the information to those who need it (I's) after the decision is made.

THE GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. To develop an organized system of shared decision making that can be published to the staff.
2. To design a plan that provides maximum input on a plan before it is finalized.
3. To insure decisions are made by the people most affected by the outcome.
4. To establish an ongoing management team to facilitate involvement in decision making.
5. To match people's interest areas with the areas they desire input on the decision making process.

GROUP SIZE:

An entire staff could be included in this team. The practical place to start in the school to develop a management team would be with the service staff, administrators, counselors, librarians, special service staff. This would mean a fairly small group in most cases.

MATERIALS NEEDED:

--Butcher paper and felt tip pens.

PROCEDURES:

1. (Optional:) Read and review pages 99-101 in Toward the Human Element (see Bibliography).
2. Brainstorm as a group all of the tasks that need to be accomplished before the end of the school year.
3. List all tasks initially without judging their importance or when they have to be done.
4. Each member of the group then selects the tasks he would take responsibility for carrying out.
5. Tasks left unassigned are judged as to the value they have for the functioning of the system. If they are not important, the tasks would be dropped. If the task cannot be dropped, negotiation must take place to see who will take it for the first semester.
6. Tasks desired by two or more people can be negotiated and traded every quarter or semester.
7. The list should be posted for the entire staff to see along with an explanation of the plan.
8. Sign up all consultants (C's) for the task areas. Mostly the D group members will take a C role, but encourage staff members to sign up, too.
9. Individuals needing the information after the decision is made (I's) list their names.
10. The entire list of D's, C's, and I's should be published for the staff members to facilitate their finding answers to concerns.
11. Establish a D group meeting time for each week to plan for upcoming events and tasks related to the responsibilities taken. This meeting would be used for planning and evaluation of the tasks.
12. If desired, reassign D's, C's, and I's each semester.

OPTIONAL ACTIVITIES:

--Each D group member develops a plan to insure his tasks are implemented.
--Develop periodic long meetings devoted strictly to evaluation of the tasks being developed.
--Plan a yearly faculty retreat in which the D group and any of the faculty plan for the upcoming events. Stress that plans developed will still get the approval of all the faculty before they are implemented.

RISK INVOLVED:

This is a medium to high risk activity depending on how comfortable the principal is in sharing his decision making power. There is less overall risk because more people have input on plans which help to develop better plans with more commitment.

SKILLS NEEDED:

--Brainstorming.
--Active listening.
--Problem solving.
--Involvement techniques.

ACTIVITY 19

STATE OF THE SCHOOL

TO THE ADMINISTRATOR:

With this procedure for determining school improvement needs, the principal develops a position paper and presents a speech to the faculty on the strengths, weaknesses, successes, shortcomings of the school, its programs, and itd departments from his position as the educational leader. Feedback from the staff is gathered on identifying priority items that need immediate attention.

THE GOALS OR OUTCOMES OF THIS ACTIVITY ARE:

1. Organize a composite picture of the school and how it is functioning.
2. Identify and reinforce strengths throughout the school program.
3. Identify, recognize, and eliminate weaknesses in the school program.
4. Use it as a reality check for the principal's perceptions.

GROUP SIZE:

A presentation could be given to the staff. Small group presentations of classroom size would be ideal to gain a more honest and complete reaction from the audience.

MATERIALS NEEDED:

--Written speech.
--Audio-visual aids as needed.

PROCEDURE:

1. The principal with the aid of the counselors and key resource people (possibly an outside observer) gathers specific information from talking with and observing administrators, staff, and students throughout the school.
2. Compile data into areas of strengths and concerns using specific examples to document data.

3. Check the validity of the information with several students, staff members, and parents.
4. Present materials in 20-30 minutes to the entire staff, student body, and parents in the large group or small group depending on the speaking ability of the principal.
5. Tape recordings, films, transparencies, or other audio-visual material can be used as needed.
6. Collect feedback from each group as to accuracy and honesty of the presentation and determine if any suggestions for improvement were gained.
7. Areas that might be considered:
   - --Administration strength and weakness.
   - --Counseling services.
   - --Discipline.
   - --Inservice training.
   - --Opportunities for student success.
   - --Grading system.
   - --Student and staff morale.
   - --Innovative programs.
   - --Curriculum deficiencies and strengths.
   - --Reward system.
   - --Paraprofessional usage.
   - --Secretarial services.
   - --Community relations.
   - --School goals.
   - --School climate.
   - --Communication with the school.
   - --New directions.
   - --Rate of change.

OPTIONAL ACTIVITIES:

- --Stress where we go from here and gain plan of action.
- --Present an adaptation of the same materials to students for their input.
- --Present an adaptation of the same materials to parents at PTA or in a written note to parents for their input.

RISK INVOLVED:

Risk to the principal can be minimal if the message is approached generally and stress is placed on the positive aspects of the school. The risk is increased as specific strengths and weaknesses are identified because of possible parent, staff, and student defensivesness. Also, if the state of the school is presented to students and parents the risk is higher due to weaknesses being exposed.

SKILLS NEEDED:

- --Ability to deliver a message without making people defensive.
- --Active listening.
- --Organizational development.
- --Audio-visual aids production.

"Sample"

STATE OF THE SCHOOL FEEDBACK FORM

1. The presentation was an honest overall view of the school

/ / /
bias report right on!!

COMMENTS:

2. The examples of both positive and problem areas were accurate.

/ / /
distorted couldn't have been better

COMMENTS:

3. Overall, I would rate the presentation as:

/ / /
destructive and of little value constructive and will help set the direction for the school

COMMENTS:

4. Where do we go from here? (specific suggestions).

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*May be ordered from Nueva Learning Center, P. O. Box 1366, Burlingame, California 94010.

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